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SUMMER SCHOOL OF THE SOUTH

UNIVERSITY OF TENNESSEE

*Tenn.
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ANNOUNCEMENT

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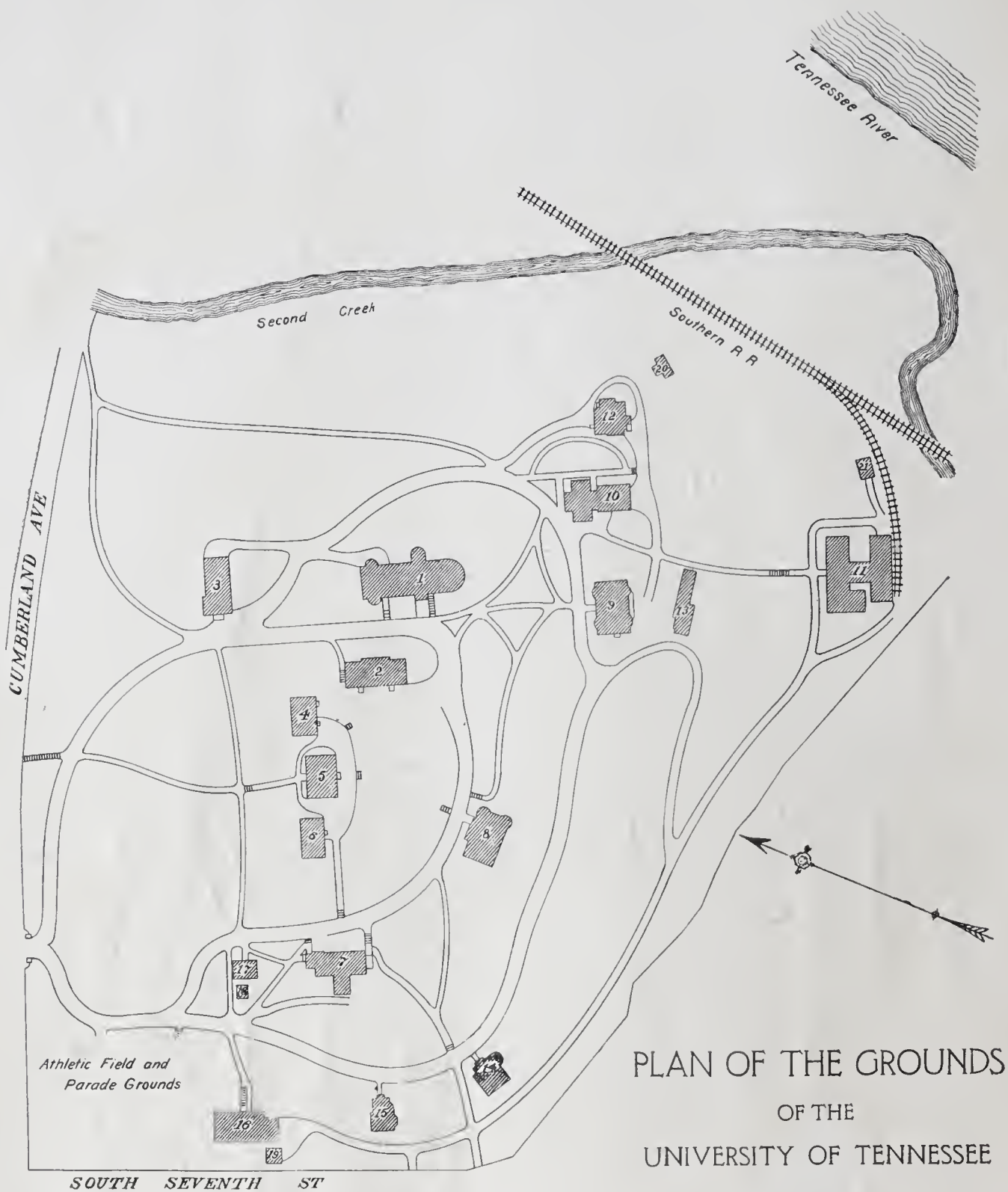


Science Hall

SIX WEEKS

June 19 to July 31, 1902

University of Tennessee Index, Series 3, No. 2, March, 1902. Published monthly by the University of Tennessee and entered at the postoffice at Knoxville as second class matter



PLAN OF THE GROUNDS
OF THE
UNIVERSITY OF TENNESSEE

- | | |
|--------------------------------|--|
| 1 Science hall, auditorium | 8 Y. M. C. A. |
| 2 South college, lecture rooms | 9 Barbara Blount hall, dormitory |
| 3 Humes hall, dormitory | 10 Morrill hall, natural history,
agriculture |
| 4 East college, dormitory | 11 Estabrook hall, mechanic arts, etc. |
| 5 Old college, lecture rooms | 12 President's house |
| 6 West college, dormitory | 13 Greenhouses |
| 7 Reese hall, dormitory | |

THE CAMPUS OF THE UNIVERSITY

THE many people who annually visit Knoxville in search of pleasure or health carry away with them the impression of a town most attractively situated in the mountains of East Tennessee. This town, not being a slave to classical tradition, has seized the opportunity of spreading over more than twice seven hills, thus securing within her limits many beautiful and commanding building sites. In the western part of the city, on one of the highest of her hills, overlooking the Tennessee river, stand the numerous buildings of the University of Tennessee. These buildings—15 in all—together with handsome drives and ornamental trees make of University Hill a very popular show place of the town.

If it is in June that the visitor first makes acquaintance with the Uni-



UNIVERSITY HILL FROM THE EAST

versity campus, he will say to himself that in the whole country there is none, no, not one, prettier. This stranger, if he is wise, will make his approach from Main avenue, from which he will get a fine view of this noble eminence.

Descending this street to the foot of the hill he begins the ascent on Cumberland avenue, which limits the campus on the north. There rises now on his left the closely, almost densely shaded, campus of the University. Let him, however, not put foot upon this alluring domain until he has walked nearly the entire length of the grounds, up the sloping walk, shaded by maples, which conducts him to the wide entrance with its marble pillars.

A nice graveled drive begins here to wind spiral-like up the hill, making for our pedestrian a cool and inviting walk. At the gate, the visitor must decide immediately whether he will turn to the right or to the left. Both ways lead, however, to the University of Tennessee; and he may this time take the left, which is the easier way and, at this season, the most beautifully shaded. The road ascends gradually under overhanging elms until it comes to Humes Hall, a handsome brick, stone-trimmed dormitory for men, appropriately named for President Humes, who re-established the University after the war.

Taking the right here, one ascends between South College, the large red building of the period immediately following the civil war, and the splendid new building, Science Hall, the chief pride of the University. This



ENTRANCE TO THE UNIVERSITY CAMPUS

noble structure of brick and stone contains the auditorium, the laboratories of chemistry, physics, civil engineering, drawing, and the library. Here also are the offices of the President, the Superintendent of the Summer School and the Registrar, which are the first ones the new student visits.

Our pedestrian has now reached the top of the Hill and, if he has a soul for scenery, he will find himself stopping here at a point in front of these two building, for a long and deep look at the magnificent landscape spread about him. On the opposite bank of the river the hills rise steep and well defined, and back of these may be seen the Smoky mountains, famous in story as in science, with the great Grandfather, the central figure of this family of giants. It is, indeed, with an effort that the lingering gaze is at last drawn from those majestic mountains and these nearby hills, where nature has been so prodigal of her beauty, to the cottages on the opposite side of the river, the beautiful bridges spanning it, and, finally, the University campus and buildings on this side.

Beginning at the foot of the hill is Estabrook Hall, recently erected for the mechanical and engineering department; while immediately in front is the new Barbara Blount Hall for women students. This building occupies

the most desirable site upon the University hill and commands a superb view of the river and mountains. To the left of this building, covered with beautiful vines, is Morrill Hall, the natural history and agricultural building, and just to the left again is the president's home, a pretty two-story cottage, commanding a magnificent view of the river and the new steel bridge, which is the pride of Knoxville.

Having enjoyed this splendid view and learned the names and uses of the buildings immediately to the south, the visitor will now turn to the northwest and continue his walk around the hill. On his right appear first



TENNESSEE RIVER, UNIVERSITY FARM TO THE RIGHT

the quaint old buildings, erected in the twenties and thirties, known as Old College, East College and West College. They stand upon the very top of the hill and, wrapped in ivy, as they are, make a fitting crown for this academic hill. Opposite them across an opening ground, well worn by the feet of many students, though especially by the military companies who drill here, is the beautiful little building of the Young Men's Christian association. It contains the office, parlor, hall, gymnasium and library of this very popular and helpful association. To the west on the same drive is Reese Hall, another dormitory, and just north of it is the old president's house, now rented to a student fraternity. Below these at the bottom of the hill is a large red brick building, the barracks of 20 years ago, when the University was under military discipline, now remodeled for the Young Men's Boarding club, and additional dormitories. Continuing down the hill on the west side, as he ascended it on the east, he sees the drill and parade ground which is overhung by a terrace and seats for spectators and so comes back to the gate from which he started.



THE TERRY F. G. C.
COLUMBUS, O.

A DRIVE NEAR THE ENTRANCE OF CAMPUS

CALENDAR

Registration—June 18 and 19

Faculty meeting—Reading-room in Science Hall—8 p. m., June 18

Work begins—8 a. m., June 19

Convocation address—"The Duty of the Hour," Emerson E. White—
11 a. m., June 19

Convention of school officers and institute workers—Daily June 19 to
July 10

Reception to faculty and students—Saturday evening, June 21

Campaigners' convention—July 4 and 5

Meetings of Sunday school workers—June 22, 20, July 6, 13, 20, 27

School closes—July 31



MORRILL HALL

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Extensive, well-equipped laboratories and shops

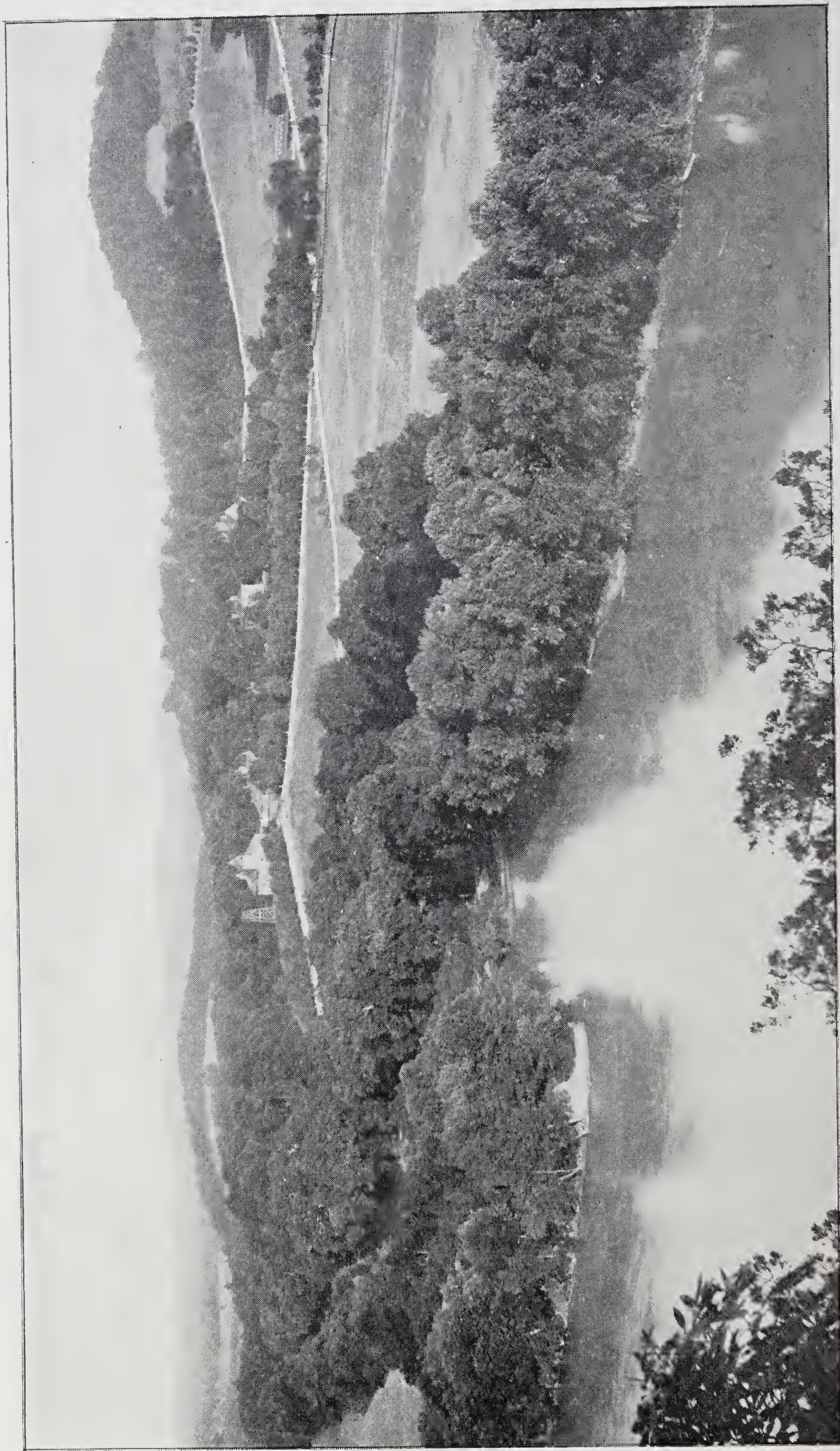
Law Department

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REGISTRAR

UNIVERSITY OF TENNESSEE,
KNOXVILLE, TENN.



ISLAND HOME FARM AT KNOXVILLE

SUMMER SCHOOL OF THE SOUTH

OFFICERS

CHAS. W. DABNEY, President

P. P. CLAXTON, Superintendent

EDGAR GARDNER MURPHY, Director of platform exercises

INSTRUCTORS

EBEN ALEXANDER, Professor of Greek in the University of North Carolina

A. B., Yale University, 1873; LL. D., University of North Carolina, 1893; Professor of Ancient Languages, University of Tennessee, 1873-86; Professor of Greek, University of North Carolina, 1886; Envoy Extraordinary and Minister Plenipotentiary to Greece, Roumania and Servia, 1893-7.

EDWIN ANDERSON ALDERMAN, President of Tulane University of Louisiana

Ph. B., University of North Carolina, 1882; D. C. L., University of the South, 1896; LL. D., Tulane University of Louisiana, 1899; LL. D., Johns Hopkins University, 1902; Superintendent of Schools, Goldsboro, N. C., 1885-9; North Carolina State Institute Instructor, 1889-92; Professor of History, North Carolina State Normal College, 1892-3; Professor of Pedagogy, University of North Carolina, 1893-6; President University of North Carolina, 1896-1900; President Tulane University of Louisiana, 1900; Member of the National Council of Education; Trustee of the Washington Memorial Institute; Member of Southern Education Board.

AUSTIN C. APGAR, Professor of Botany and Zoology in the New Jersey State Normal School

A student and fellow worker with Professor Agassiz in the Scientific School, Penekese Island, 1873-4; has taught in leading summer schools in all parts of the country. Author of Geographical Charts, Geographical Handbook, Geographical Drawing Book, Geography of New Jersey, Plant Analysis, Mollusks of the Atlantic Coast, Trees of the Northern United States, Pocket Key of Birds, Birds of the United States.

BROWN AYRES, Professor of Physics and Astronomy, Tulane University of Louisiana

Stevens Institute of Technology, B. Sc., 1878; Ph. D., 1888; Fellow in Physics, Johns Hopkins University, 1879-80; Professor of Physics and Electrical Engineering, Tulane University of Louisiana, 1880-1901; Dean of College of Technology, Tulane University of Louisiana, 1894-1900; Vice-Chairman of the Faculty and Dean of the Academic Colleges, 1900.

JOHN E. BAILEY, Supervisor of Music in the Public Schools of Nashville

Supervisor of Music in the Nashville Public Schools twenty-nine years; teacher of school music in the Peabody Normal School nine years.

WILLIAM WALLACE BERRY, Secretary of the Young Men's Christian Association, University of Tennessee

Two years in Physical Department of International Y. M. C. A. Training School, Springfield, Mass.; in charge of boys' work, Springfield, Mass., 1899; Birmingham, Ala., 1900; Mobile, Ala., 1900-1.

FINIE MURFREE BURTON, Assistant Superintendent Louisville Free Kindergarten Association

Member of the faculty of the Training School under direction of Kindergarten Association; Studied at Clark University, and has given courses of lectures in Child-Study at Chautauqua Lake, at Chicago and elsewhere.

P. P. CLAXTON, Chief of Bureau of Investigation and Information, Southern Education Board

University of Tennessee, A. B., 1882; A. M., 1887; Johns Hopkins University, 1884-5; Leipsic and Munich, 1885-6; North Carolina State Inspector of elementary and normal schools in Western Europe, 1897; Superintendent of City Schools, Kinston, N. C., 1883-4; Wilson, N. C., 1886-7; Asheville, N. C., 1888-93; Professor of Pedagogy and German, North Carolina State Normal and Industrial College, 1893-6; Professor of Pedagogy, North Carolina State Normal and Industrial College, 1896-1902; Editor *North Carolina Journal of Education* and *Atlantic Education Journal*, 1897; Secretary Southern Educational Association, 1898.

CHARLES WILLIAM DABNEY, President of the University of Tennessee and Professor of Economics

A. B., Hampden-Sydney College, 1873; Ph. D., Goettingen, 1880; LL. D., Yale University, 1901; LL. D., Johns Hopkins, 1902; University of Virginia, 1874-7; Professor of Chemistry, Emory and Henry College, 1877-8; Graduate student at Berlin and Goettingen, 1878-80; Professor-elect of Chemistry, University of North Carolina, 1880; State Chemist and Director of the North Carolina Agricultural Experiment Station, 1880-7; Chief of Department of Government and State Exhibits, New Orleans Exposition, 1884; Fellow of the American Association for the Advancement of Science, 1888; Assistant Secretary of Agriculture of the United States, 1894-7; Special Agent of Scientific Investigations United States Department of Agriculture, 1897; Member of the American Social Science Association, 1899; Professor of Economics, University of Tennessee, 1899; Member of the Washington Academy of Science, 1901; Trustee of the Washington Memorial Institution, 1901; Member of the Southern Education Board.

HENRY JOHNSTON DARNALL, Adjunct Professor of Modern Languages, University of Tennessee

University of North Carolina, 1886-8; Washington and Lee University, 1888-9; Instructor in German, University of Tennessee, 1889-90; Professor of English and Modern Languages, Missouri Military Academy, 1890-91; Student at the Universities of Leipzig and Paris, 1891-2; Professor of English and Modern Languages, University School of Knoxville, Tenn., 1893-7; Student at the University of Leipzig, 1897-8; for fourteen years a student of German Language, literature, music and customs.

CHARLES E. FERRIS, Assistant Professor of Drawing, University of Tennessee

B. S., Michigan State College, 1890; Civil Engineer, Kentucky and Michigan, 1890-2; Instructor in Drawing, University of Tennessee, 1892-9.

ALCEE FORTIER, Professor of Romance Languages, Tulane University
Studied at University of Virginia, in New Orleans, and in Paris. Professor of French Boys' High School, New Orleans, 1878-79; Principal High School University of Louisiana, 1879-80; Professor of French Language and Literature, University of Louisiana, 1880-4; Professor of French Language and Literature, Tulane University of Louisiana, 1884-94; Professor of Romance Languages, Tulane University of Louisiana, 1894; President Athenee Louisianais, 1892; President Louisiana Historical Society, 1894; President Modern Language Association of America, 1898; Author of *Le Chateau de Chambord*, *Gabriel d'Ennerich*, *Sept Grands Auteurs du XIX Siecle*; *Bits of Louisiana Folk-Lore*, *Historie de la Litterature Francaise*, etc., etc.

James E. Hughes, Inspector of Schools of Tennessee.
Lecturer on the Kindergarten in Education.

WESTON MILLER FULTON, Instructor in Astronomy and Meteorology, University of Tennessee

A. B., University of Mississippi, 1892; Graduate Student, University of Mississippi, 1892-3; M. S., University of Tennessee, 1901; Observer U. S. Weather Bureau since 1893; editor U. S. Climate and Crop Review, Mississippi Section, 1896-7.

B. C. GREGORY, Superintendent of Public Schools, Trenton, N. J.

Graduate of College of the City of New York, 1868; Principal of Schools, Newark, N. J., 1868-88; Superintendent of Schools, Trenton, N. J., 1888; President of New Jersey Association for the Study of Children and Youth.

MARGARET WINIFRED HALIBURTON

Graduate of Greensboro Female College; teacher in primary department, Asheville City Schools; Principal of Practice and Observation School, North Carolina State Normal and Industrial College; author of Graded Classics Readers.

G. STANLEY HALL, President Clark University

Graduate of Williams College, 1867; studied at Berlin, Bonn, Heidelberg and Leipzig; Professor in Antioch College, 1872-6; Lecturer on Psychology, Harvard University and Williams College, 1880-1; Professor of Psychology, Johns Hopkins University, 1881-8; editor of Pedagogical Seminary and of American Journal of Psychology; Author of Aspects of German Culture; leader of the child study movement in America.

WILLIAM C. A. HAMMEL, Department of Physics and Manual Training, Maryland State Normal School; Department of Manual Training, Bryn Mawr School

Graduate of Maryland State Normal School; special student in Physics in Johns Hopkins University; Student in Manual Training under Everett Schwartz, of the Normal Sloyd School, Naas, Sweden; Inspector of Manual Training Schools of Maryland; Vice-President of the Maryland Academy of Science; President of the Maryland Audubon Society.

CHARLES OTIS HILL, Instructor in Pharmacy, University of Tennessee

A. B., University of Tennessee, 1888; Ph. C., University of Michigan, 1893; Assistant in Chemistry, University of Tennessee, 1898.

~~MARY D. HILL~~, Director in the Free Kindergartens of Louisville

Has studied with Dr. G. Stanley Hall and other masters.

JAMES DICKASON HOSKINS, Assistant Professor of History, University of Tennessee

B. S., 1891; M. A., 1893; B. L., 1897, University of Tennessee; Instructor in Mathematics, University of Tennessee, 1891-3; First Assistant, Masonic Institute, Fort Jesup, La., 1893-4; Instructor, then Principal, Knoxville Classical School, 1893-8; Professor of History, Baker-Hemel School, of Knoxville, Tenn., 1898-9; Associate Principal of same, 1899-1900; graduate student, University of Chicago, summer of 1900.

~~DAVID F. HOUSTON~~, Professor of Political Science and Dean of the Main University of Texas

A. B., South Carolina College, 1887; Graduate student and tutor in Ancient Languages, South Carolina College, 1887-8; Superintendent of City Schools, Spartanburg, S. C., 1888-91; M. A., Harvard University, 1892; Fellow in Political Science, Harvard University, 1892-4; Adjunct Professor of Political Science, University of Texas, 1894-7; Associate Professor Political Science, University of Texas, 1897-9; Author of pamphlets on the Secession Ordinances, the Nullification Movement, etc.

LILIAN WYCKOFF JOHNSON

A. B., University of Michigan, 1891; Instructor in History, Vassar, 1893-7; studied in Paris and Germany, 1897-9. Fellow in history, Cornell University.

*Mrs. Ida Wood Clark, Nashville City School
Instructor in Manual Training.*

EUGENE PARSONS, Choirmaster, Licentiate Instructor in Voice Culture, Piano, Organ and Harmony, University of Tennessee

Graduate, Boston Conservatory, 1888; Graduate, New York Conservatory, 1892; Organist in Church Street M. E. Church, South, Knoxville.

T. GILBERT PEARSON, Professor of Biology and Geology, North Carolina State Normal and Industrial College

B. S., Guilford College, 1897; B. S., University of North Carolina, 1899; Post Graduate work at Harvard University; Professor of Natural History, Guilford College, 1889-1901; Field Naturalist; Author of *Stories of Bird Life*.

WICKLIFFE ROSE, Professor of Philosophy and Pedagogy, University of Nashville

A. B., A. M., University of Nashville; studied in University of Chicago.

COOPER DAVIS SCHMITT, Professor of Mathematics, University of Tennessee

B. S., Mercersburg College, 1879; M. A., University of Virginia, 1884; Mathematical Master, Pantops Academy, 1884-9; Bursar, University of Tennessee, 1890-7; Statistical Agent for Tennessee of the United States Department of Agriculture, 1896-8.

FLORENCE SKEFFINGTON, Dean of the Woman's Department and Assistant Professor of English, University of Tennessee

A. B., Mary Sharp college, 1887; A. M., *ibid.*, 1889; graduate student, University of Chicago, 1896-8; principal of preparatory department, Judson Institute, 1890-1; instructor in Methodist Conference Female Institute, 1894-6; instructor in English in Morehead (Minnesota) State Normal school, 1898-9; instructor in English and head of Barbara Blount Hall, University of Tennessee, 1899.

C. ALPHONSO SMITH, Professor of English in Louisiana State University, Professor-elect of English in University of North Carolina

A. B., Davidson College, 1884; A. M., Davidson College, 1887; Ph. D., in English, Johns Hopkins University, 1893; Studied in London, Paris and Berlin, 1900-1. Instructor in English in Johns Hopkins University, 1890-3; member of Modern Language Association of America, American Dialect Society, German Shakespeare Society, Shakespeare Society of New York. Author of *Repetition and Parallelism in English Verse*, 1894; *Old English Grammar and Exercise Book*, Second Edition, 1898; associate Editor of *The World's Orators*, 1900-1; Editor of *Macaulay's Essays on Milton and Addison*, 1901; Joint author with Dr. Gustav Kruger, Berlin, of an *English-German Conversation Book*.

HENRY LOUIS SMITH, President of Davidson College

Davidson College, A. B., 1881; A. M., 1889; Ph. D., University of Virginia, 1890; Principal Selma Academy, 1881-6; Professor of Physics, Davidson College, 1887-1901; Member of the National Geographic Society; Member of the American Association for the Advancement of Science.

ANDREW MacNAIRN SOULE, Professor of Agriculture in the University of Tennessee, and Agriculturist of the Tennessee Experiment Station

A. O. A. C., Ontario Agricultural College, 1892; B. S. A., University of Toronto, 1893; Assistant in Experimental Department, Ontario Agricultural College, 1891-2; Assistant Agriculturist, Missouri Experiment Station, 1894; Assistant Professor of Agriculture and Assistant Agriculturist, Texas Agricultural and Mechanical College and Experiment Station, 1894-9.

LANGDON S. THOMPSON, Supervisor of Drawing in the Jersey City Schools

A. M., Marietta College, 1884; Pd. D., New York University, 1891; six years principal of public schools; eight years teacher and supervisor of drawing in Ohio

schools; eleven years Professor of Industrial Art in Purdue University; four years lecturer on Aesthetics in Relation to Education, New York University, and Principal of the Metropolitan Normal Art School; thirteen years Supervisor of Drawing in the Jersey City Public Schools; three years President of the Art Department of the National Educational Association; President New Jersey State Teachers' Association, 1901. Author of a series of Drawing Books.

ARNOLD TOMPKINS, Principal Chicago Normal School

Graduate of the Indiana State Normal School and of the Indiana State University, and was for two years a student in Chicago University; Superintendent of schools five years; Professor in DePauw University; teacher in Indiana Normal School; Professor of Pedagogy, Illinois University; President Illinois Normal University. Author of Philosophy of Teaching, Philosophy of Management, Literary Interpretation, and Science of Discussion.

CHARLES WILLARD TURNER, Associate Professor of Law and
Acting Professor of Constitutional History, University of
Tennessee

Amherst College, A. B., 1865; A. M., 1892; Lecturer on History, University of Tennessee, 1893-5; Acting Professor of History, *ibid.*, 1895-7; present position in Law Department since 1892; in Academic Department since 1897.

J. F. VOORHEES, Instructor in Physical Culture, University of Tennessee

Graduate Y. M. C. A. Training School, Chicago; three years' experience in city association; three years' experience as physical director in the University of Tennessee.

CHARLES E. WAIT, Professor of General and Analytical Chemistry
and Metallurgy, University of Tennessee

B. S., C. E., M. E., University of Virginia, 1875. Ph. D., University of Missouri, 1883; Fellow of the Chemical Society of London. University of Virginia, 1870-5; Chemist to Sacramento Smelting and Refining Company, 1875-6; Mining Engineer Arkansas Antimony Company, 1876-7; Professor of Engineering, University of Arkansas, 1877; Director of the Missouri School of Mines, 1877-88; First Assistant Chemist United States Department of Agriculture, 1888.

EMERSON ELBRIDGE WHITE, Columbus, Ohio

A. M., Western Reserve University; LL. D., Indiana State University, 1876; Superintendent Portsmouth, Ohio, public schools, 1856-60; State Commissioner of Common Schools of Ohio, 1863-6; President Purdue University, 1876-1883; Superintendent Public Schools of Cincinnati, 1886-9; President Ohio Teachers' Association, 1863; President National Superintendents' Association, 1868; President National Educational Association, 1872; President National Council of Education, 1884 and 1885; Editor *Ohio Educational Monthly*, 1861-76; Editor *National Teacher*, 1870-6; Author of White's Arithmetics, Algebra and Geometry, Elements of Pedagogy, School Management, Art of Teaching.

R. H. WHITBECK, Professor of Geography in the State Normal School,
Trenton, N. J.

LECTURERS

(It is expected that each of these will give one or more public lectures. Other gentlemen have been invited to lecture, but have not signified their acceptance at the time of going to press with this bulletin.)

✓ J. W. ABERCROMBIE, State Superintendent of Public Education,
Alabama

1 CHARLES B. AYCOCK, Governor of North Carolina

Walter Page, Editor of World's Work - awaiting English.

- ? WM. H. BALDWIN, Jr., of the Southern Education Board
- ✓ EUGENE C. BRANSON, President of Georgia State Normal School
- ? NICHOLAS MURRAY BUTLER, President of Columbia University
- ~~HON. JOSHUA W. CALDWELL, of Knoxville~~
- ✓ J. HARRIS CHAPPELL, President of the Georgia Normal and Industrial College
- ~~OSCAR H. COOPER, President of Baylor University~~
- ✓ CHARLES W. DABNEY, President of the University of Tennessee
- ✓ G. S. DICKERMAN, General Field Agent of the Southern Education Board
- ✓ JULIUS DREHER, President of Roanoke College
- ✓ LAWTON B. EVANS, Superintendent of Schools, Augusta, Ga.
- ✓ ROBERT FRAZER, Virginia Field Agent of the Southern Education Board
- ✓ HON. JAMES B. FRAZIER, of Tennessee
- ~~✓ ROBERT BURRELL FULTON, Chancellor of the University of Mississippi~~
- ✓ CARLETON B. GIBSON, Superintendent of City Schools, Columbus, Ga.
- ✓ WM. T. HARRIS, United States Commissioner of Education
- ~~J. H. HINEMON, Superintendent of Schools, Pine Bluff, Ark.~~
- ~~JUNIUS JORDAN, Professor of Philosophy, University of Arkansas~~
- ~~✓ J. H. KIRKLAND, Chancellor of Vanderbilt University~~
- ✓ G. R. GLENN, State School Commissioner, Georgia
- ~~BENTON McMILLIN, Governor of Tennessee~~
- ✓ EDGAR GARDNER MURPHY, Executive Secretary of the Southern Education Board
- ✓ WALTER H. PAGE, Editor of the *World's Work*
- ✓ EDWARD T. SANFORD, ESQ., of Knoxville
- ? ALBERT SHAW, Editor of the *American Review of Reviews*
- ~~W. N. SHEATS, State Superintendent of Public Instruction, Florida~~
- ✓ HON. HENRY ST. GEORGE TUCKER, Virginia Field Agent of the Southern Education Board

Several members of the Faculty will give one or more public lectures.

*Several lectures have been given
by members of the faculty.*

GENERAL STATEMENT

The Summer School of the South, the first session of which will be held at the University of Tennessee, June 19 to July 31, 1902, has been organized and established in response to a growing demand on the part of progressive teachers in all the southern states for a summer school of high grade located at some accessible central point where the summer climate is healthful and pleasant, the surroundings attractive, the accommodations ample and the conveniences and equipment for work adequate.

ORGANIZATION

To meet the varied demands of teachers of all grades and subjects, a faculty of forty-five men and women known for their scholarship in special lines and for their ability as teachers have been engaged, and about eighty different courses will be offered. Teachers may choose from these courses such groups of subjects as they like, but are advised not to attempt more than can be done in three or four periods a day. It is better to do the work in a few subjects well than to dissipate one's energies on a good many.

The work of the school will be arranged under the following heads:

- I Common School Subjects and Methods
- II Psychology and Pedagogy
- III High School and College Subjects
- IV General Lectures
- V Convention of School Officers and Institute Workers
- VI Campaigners' Convention

LOCATION

The location of the University, 1100 feet above the sea, in the mountains of East Tennessee, is unsurpassed for healthfulness and beauty. The University buildings stand in a beautiful park of forty acres covering a high hill on the north bank of the Tennessee river. They command a view of the valley of the Tennessee from the Smoky to the Cumberland mountains—a distance of one hundred miles. The park itself is shaded with beautiful trees, among which are many drives and winding walks. Everywhere under the trees is a luxuriant growth of blue grass, which adds much to the beauty and charm of the place.

The University has a complete system of drainage and sewers and all the most improved sanitary arrangements. Pure water is supplied from the city reservoir. The buildings and grounds are lighted by electricity.

The location of Knoxville, in the exact geographical center of the territory south of the Ohio and Potomac and at the junction of roads from the north, south, east and west, makes it one of the most accessible points in the southern states. The city contains about 35,000 inhabitants, and is noted for its beautiful homes and the wealth and culture of its people.

EQUIPMENT

The summer school will have the free use of the entire equipment of the University, including 13 large buildings, chemical laboratory, with 13 rooms, physical and electrical laboratory with six rooms, civil engineering laboratory with three rooms, three rooms for drawing and machine designs, five shops and testing laboratories for steam and hydraulic engines, five agricultural and horticultural laboratories, two laboratories for botany and zoology, three dark rooms with photographic equipment, a station of the United States weather bureau with its complete outfit, a library of 22,000 volumes, a reading room with current literature, an agricultural farm of 105 acres containing 900 experiment plats, a horticultural farm of 30 acres, greenhouses, rose gardens, etc.

FEES

There will be no charge for tuition or attendance upon lectures. Students will pay to the Bursar a registration fee of \$5 on entering. Materials used in laboratories and shops will be charged at actual cost. No other charges will be made by the school. Students should allow a few dollars for text-books on subjects studied. These books can be purchased at the University cooperative bookstore.

TRAVEL

The railroads will sell round trip tickets at the price of one first-class fare from all points south of the Potomac and Ohio. Tickets will be on sale on the following dates: June 16, 17, 18; June 28, 29, 30; July 11, 12, 13. The return limit will permit a stay of several weeks in the mountains after the close of the school.

The street cars will carry students from the railroad station in Knoxville to the entrance of the University grounds for five cents.

BOARD AND LODGING

There will be rooms in the dormitory buildings on the University grounds for about 350 students. These rooms are all large and airy, and will be furnished plainly but adequately. Rooms in East College, North College and South College will cost \$1 a week, two in a room. The rooms in Barbara Blount Hall, Reese Hall, Humes Hall, Mt. Vernon Hall, the Y. M. C. A. building and the Phi Gamma Delta house will cost \$1.50 a week, two in a room. Barbara Blount Hall, Reese Hall and Humes Hall will be reserved for ladies.

There will be two or three boarding clubs on the grounds. Board in either will cost \$3.00 a week. This will make the total cost of living on the University grounds \$4.00 or \$4.50 a week, according to location of rooms.

Private boarding houses offer board and lodging at about the same prices. The hotels of the city will make special rates. A list of hotels, boarding houses and private families which will take boarders during the session of this school will be kept at the University for the information of students, and competent assistance will be given in arranging for board and lodging.

Those wanting rooms reserved should write to Thos. D. Morris, Bursar of the University, Knoxville, Tenn. No rooms will be reserved on the

University grounds after June 20, except for members of the faculty of the summer school. Those entering after this date may be assigned rooms on the grounds if there are any vacant at the time. Students should bring towels and necessary toilet articles.

FINANCIAL SUPPORT

This school has been made possible by liberal donations from a number of gentlemen interested in the advancement of education in the South and the hearty cooperation of the authorities of the University of Tennessee and of the citizens of Knoxville and Knox county. These donations will be sufficient to pay all expenses of the school except the comparatively small part paid by the registration fees. It is the desire of these benefactors that the school offer the teachers of the South the best possible opportunities for improvement at the least possible cost. To this end a large faculty of able men and women have been engaged and all expenses have been reduced to a minimum.

NOTE ON FACULTY AND COURSES OF STUDY

Those attending summer schools are often disappointed in finding that the work of instruction has been left to assistants and fellows. The faculty of the Summer School of the South contains only men and women of mature scholarship and successful experience as teachers.

N In arranging the courses of study special emphasis has been put on literature, history and economics, nature study and the physical sciences, manual training, drawing, vocal music and expression—subjects a knowledge of which is demanded of teachers in progressive schools but in which many teachers are more deficient than in subjects of longer standing. The number of courses offered make it possible to adapt the work to teachers of all grades and in all kinds of schools, from the elementary rural school and the kindergarten to the college. All work will be done with a view to the needs and conditions in the southern states.

CERTIFICATES

Certificates will be given stating just what work has been done in any course.

COURSES OF STUDY

COMMON SCHOOL SUBJECTS AND METHODS

KINDERGARTEN—Four Weeks. July 3-31

Miss BURTON and Miss HILL

I Normal Class For Trained Kindergartners.—This course will give those who have had some training in kindergarten theory and practice an opportunity to refresh themselves in both and to continue their studies. It will include practical talks on child study and psychology; work on gifts and occupations; circle games; suggestions for sand table work and on programme making; manual training, etc. Opportunity will be offered for observation and practice work in the model kindergarten in connection with this department.

II Kindergarten Class For Primary Teachers.—This course will demonstrate what the kindergarten work accomplishes for the child in school and help primary teachers to apply the fundamental kindergarten principles in their work. It will include practical talks on psychological subjects—the uses of instinct, child interest, habit, sensory and motor training, imagination, will; the use of music, art and literature with little children; nature work, play and order. Instruction will also be given in kindergarten occupations, basket weaving, raffia work, and other branches of manual training.

III Round Table for Mothers and Club Women.—A round table will be held each week for the discussion of such subjects as the following: What the kindergarten accomplishes in the formation of habit; the kindergarten ideal of obedience; the kindergarten as a phase of mission work; the kindergarten the foundation of education. The meetings will be opened with a popular lecture on the subject, followed by a question box and frank discussion of the points made.

MODEL KINDERGARTEN

In connection with the Kindergarten Department there will be a model kindergarten in session daily, where the student teachers will have an opportunity for observation and practice. The newest and most progressive methods in kindergarten work will be illustrated.

Miss Mary D. Hill will have charge of the model kindergarten, and will give a practical demonstration of the principles and the theories advanced in the various classes in this department.

PRIMARY WORK

Superintendent MOSES

The work of the primary department will deal with the organization,

classification and management of primary schools as well as the methods of teaching the various branches of study pursued therein. Especial attention will be paid to the teaching of reading and spelling.

PRIMARY READING

Miss HALIBURTON

This course will be devoted to reading in the first three or four grades of the public schools. Every phase of the subject will be discussed, and illustrated with classes of children of different grades of advancement.

METHODS IN READING

Professor CLAXTON

I Literature in the Schools.—The character of literature that should be used for reading lessons in the elementary and secondary schools. The general principles underlying the subject will be discussed, and a course of reading will be suggested for the grades below the high school.

II The Reading Lesson.—How to conduct a reading lesson so as to give the greatest power of comprehension, foster a love for good literature, and give the greatest amount of literary culture.

III Learning to Read.—The fundamental principles of teaching children of the primary grades to read the printed page will be discussed, and a careful study will be made of the value of phonics.

In the last half of the session one or more of the books recommended for reading in the schools will be read in class. Teachers expecting to take this course and having copies of Longfellow's *Hiawatha*, Tennyson's *Enoch Arden*, or Ruskin's *King of the Golden River* should bring them.

EXPRESSION

Miss NEWLIN

I Pedagogy of reading aloud

A course designed particularly for public school teachers.

(a) The underlying principles of oral expression will be carefully considered and thus made the foundation for teaching reading in the grades.

(b) A definite method will be presented, based on the study of principles discussed in (a). This method will apply to all the grades.

(c) As far as time permits, individual instruction will be given for the sake of personal improvement in reading.

II Literary interpretation and vocal expression

Literary interpretation is the basis for all expressive reading. Hence this course will, through the study of typical selections, reveal the fundamental elements of good literature, and (b) apply the knowledge so gained to vocal expression (Studies in vocal culture).

Text-books for course I, Clark's "How to Teach Reading in the Public Schools." For course II, the same, and Chamberlain & Clark's "Principles of Vocal Expression and Literary Interpretation."

ELEMENTARY ARITHMETIC AND GEOMETRY

Professor CLAXTON

I Elementary Arithmetic.—The fundamental principles of arithmetic

grouped in such an orderly and logical way as to enable teachers of this subject in the primary and intermediate grades to save much valuable time.

II Elementary Geometry.—It will be shown that geometry should be begun in the intermediate grades of the public schools, before algebra is studied, and a brief course in inventional geometry will be given to illustrate the methods of teaching the subject in these grades.

GEOGRAPHY

Superintendent MOSES and Professor CLAXTON

I Professor Claxton.—Three weeks. Home geography and the geography of the southern states east of the Mississippi river. The purpose of the course is two-fold: to give teachers a fuller comprehension of the geographical features of this section, and through the study of this section to illustrate the best methods of teaching and studying geography. Special attention will be given to the Southern Appalachian highlands and to the states of Tennessee, North Carolina and Mississippi. The lessons will be preceded by three lectures on principles and methods of teaching geography and a discussion of the nature and purpose of geography study in the schools.

II Superintendent Moses.—Three weeks. The geography of Europe and Palestine.

The study of the geography of Europe will occupy one hour daily for two weeks. The following countries will be studied: Greece; Italy; France; Germany; England; Scotland.

One week will be devoted to the study of Palestine in connection with the history of Abraham, Jacob, Moses, Joshua, Saul and Christ.

The leading purpose of this course will be to show how the geography of each country may be used as a basis for the study of its history and literature.

Lessons in both courses will be illustrated with stereopticon views.

METHODS OF STUDYING GEOGRAPHY

DR. WHITBECK

A series of typical lessons illustrating the most approved methods of studying geography in the grammar grades. The relation of geography to other subjects in the school and college course and to life will be discussed.

GRAMMAR AND RHETORIC

MISS SKEFFINGTON

I Essentials of English grammar and methods of teaching it. This course presupposes a fair knowledge of the principles of grammar.

II Practical rhetoric, daily and fortnightly themes; principles of theme criticism. This course presupposes some knowledge of grammar and rhetoric.

UNITED STATES HISTORY

Professor HOUSTON

I Topics in the History of the United States, 1789-1850.

Physical, social, and political conditions in 1789, the adoption of the Constitution; its sources; its nature; the organization of the government; the policy of the Federalists; the policy of the Republicans; industrial development, 1808-1830; commercial and financial reorganization, 1815-1828; the growth of the West; the growth of democracy; the nullification movement; Jackson's financial measures; internal development; financial changes.

Students intending to take this course should read some general work on United States History such as Channing's *Student History*, or Hart's *Formation of the Union* and Wilson's *Division and Re-union*. McDonald's *Documents of the History of the United States since '76*, and volumes 2 and 3 of Hart's *American History as told by contemporaries* will be useful for reference.

Lectures will be given and informal discussions encouraged. Members of the class will be expected to read widely, to look up references, and to write special reports. Sources and methods will be discussed.

CIVIL GOVERNMENT—Three Weeks. June 19-July 10

Dr. McIVER

The place of civil government in the public school course of study; the United States government and the purposes for which it was established; the history of the United States as contained in the lives of its Presidents; the history of the great political parties of the United States; taxation; federal taxation; state and local taxation; education and taxation; war and taxation.

NATURE STUDY—Three Weeks. July 9-30

Professor APGAR

In this course the following objects will be kept in mind:

- I The development of the powers of observation and perception.
- II The enlargement of the student's vocabulary and power of description.
- III The education of the student in the line of scientific research, and that with the most readily obtained and least expensive of apparatus and materials.
- IV Giving the teachers such knowledge of plants and animals as will be most useful to them in their work as instructors, as well as giving enjoyment to their leisure moments.
- V Helping the teachers to appreciate the beauty, variety and wonders of God's works.

The special topics in Botany are: The study of leaves and twigs; the trees of the region; flowering plants; ferns; the preparation of a school collection of plants; the preparation of charts for class use.

The special topics in Zoology are: Insects; birds; fishes; mice, rabbits, squirrels and other gnawing animals; the life of a pond; the animal life of the sea.

All lessons will be illustrated with charts, blackboard drawings, specimens from nature, and with the stereopticon. No preliminary knowledge of the subjects will be necessary, though of course useful.

ORNITHOLOGY—Three Weeks. June 19 to July 10

Professor PEARSON

Types of the principal families of southern birds will be treated, chiefly in regard to their habits of nesting, feeding and migration. The relation of birds to agriculture will be considered. Mounted specimens or birds will be shown and excursions on the campus and into the surrounding country will be taken in order to acquire a familiarity with the living forms in the field. The text-book will be used for collateral reading. The subject of bird study in the elementary schools will be treated, and methods of teaching outlined and discussed. Stereopticon views will be used to show wild birds and their surroundings.

AGRICULTURE AND SCHOOL GARDENING—Three Weeks.

June 19 to July 10

Professor SOULE

A course in the elements and principles of agriculture, treating the subject from the standpoint of a nature study; formation and structure of soils; influence of various forces on the mechanical conditions of soils; relation of soils to water and to the growth and development of plant roots. Soils will be tested, farm crops studied, and experiments made to show the influence of tillage on the supply of moisture. All lectures will be illustrated by simple experiments with inexpensive apparatus and by observation in the school garden on the University grounds. Two or three times a week excursions will be made to the University farm, on which various methods of soil culture and numerous species of forage and farm crops are being tested on more than 900 experiment plats. The soil physics laboratory with all its apparatus for demonstration and investigation will be at the service of students.

The German Kali Works have donated to the school twenty-five dollars to be given in prizes for the best essays on fertilizers used in the school garden. This will be divided into two prizes of fifteen and ten dollars respectively. Competition for the prizes will be open to all students taking courses in agriculture, horticulture and school gardening.

HORTICULTURE AND SCHOOL GARDENING—Three Weeks.

July 11-31

Professor KEFFER

The lessons in horticulture will be fully illustrated by practice and observation in the school garden.

I Plant Propagation: fertilization; seeds; distribution of seeds; germination; seed selection; propagation by cutting; propagation by runners, suckers, layers, stolons; propagation by budding and grafting.

II Plant Culture: effect of soil preparation on plant growth; effect of after culture on plant growing; when to cultivate; pruning; thinning; orchard enemies, etc.

III School Gardening. A portion of the experiment grounds of the horticultural department of the University has been selected as a school garden for use of students of the summer school. It will contain, in ad-

dition to plats for the illustration of tillage and the cultivation of flowers and vegetables, a forest tree nursery, a fruit tree nursery, and plats for experiments in the propagation and culture of plants. This course will continue the similar course given by Professor Soule in the department of agriculture. It will be of especial interest to teachers in the rural and village schools.

DESCRIPTIVE ASTRONOMY AND METEOROLOGY—Three
Weeks, June 19 to July 10

Mr. FULTON

All lectures in this course will be well illustrated by observatory apparatus and stereopticon views. The course will be conducted largely according to the normal college plan, the object being to interest as well as to instruct. The relation of meteorology to physical geography will receive considerable attention. Todd's *New Astronomy* and Davis' *Elementary Meteorology* will be used for reference books, and these will be supplemented by special notes for teachers. Among the stereopticon illustrations will appear a number of views photographed from illustrative charts, photographs, etc., of the Harvard College Physical Geography Laboratory. The course is recommended to all students and teachers of science, and especially to teachers of descriptive astronomy and physical geography.

PHYSIOLOGY AND HYGIENE

Dr. MANGUM

I Elementary Physiology.—This course is intended for those who have no previous knowledge of the subject. In as simple a way as possible the anatomical structure of the human body will be described, together with the functions of the different organs and the relation which they bear one to the other. The mass of detail which so often confuses the student of elementary physiology will be eliminated, and the important features of the subject will be emphasized. Whenever possible practical demonstrations will be made.

II Elementary knowledge of the structure of the human body and its functions will be expected of those who register for this course. Physiology is too broad a subject to be covered by a brief course of lectures. A few of the important principles thoroughly mastered will be of greater value to the student than a superficial knowledge of the whole subject. This course includes the development and chemical basis of the body, the physiology of digestion and absorption, the circulation, and the nervous system, with dissections and demonstrations.

In both these courses constant reference will be made to the laws of health. Especial attention will be given to the hygiene of schools.

ELEMENTARY PHYSICS—Two Weeks. Two hours a Day

Professor HAMMEL

This course will enable teachers of all grades to construct and use simple, inexpensive apparatus for experiments and demonstrations in Physics in their own schoolrooms.

Apparatus will be made to illustrate the most important experiments in air, liquids and heat, the apparatus to become the property of the teacher who makes it. Enough apparatus will be constructed and sufficient work outlined to afford the teacher abundant material for at least one lesson a week in the school year.

Among the pieces of apparatus to be made are: Apparatus showing pressure of air, apparatus showing expansibility of air; apparatus showing compressibility of air; Hero's fountain; suction pump, force pump, pressure of liquids increase with the depth, intermittent spring, thermometer, barometer, distillery, Hero's engine.

EDUCATIONAL MANUAL TRAINING—Two Weeks. Two hours a Day

Professor HAMMEL

First Week.—This portion of the course will consist of lessons paper-folding and cardboard construction. Models will be made by the teachers, and lectures will be given outlining the work for other models. All models made will become the property of the teachers. This work is especially adapted for pupils of the third and fourth grades.

Last Week.—This portion of the course will be a continuance of the first week's work. Lessons will be given in elementary and advanced knifework in wood. Teachers will make models, and other work will be outlined to enable them to carry on knifework in their schools for a year at least, at very small expense.

The system of manual training used presents a course beginning in the third year with paper-folding followed by cardboard construction in the fourth year, elementary whittling in the fifth year, advanced whittling in the sixth year, and wood sloyd in the seventh, eighth and ninth years.

The course outlined is designed to prepare the teacher for at least one year's work in his own school. No expensive outlay for tools is required, and the material used can be produced at very small cost.

Those wishing additional information in regard to Prof. Hammel's work should write to Prof. Wm. C. A. Hammel, State Normal School, Baltimore, Md.

BENCH WORK IN WOOD

Professor ORR

This will be a systematic course in bench work in wood for those who wish training in the subject as a preparation for teaching it in higher grades of the public schools or in private high schools.

The instruction will be adapted to the needs of the schools of this class in the southern states. The work will not conflict with the manual training work of Professor Hammel.

DRAWING—June 23 to July 31

Professor THOMPSON

The subject of drawing will be considered from an educational and practical standpoint. The aim will be to present both *principles* and *methods* in a systematic way, so that the common school teacher, whether

in the city or country, can understand them and apply them in her own school.

Every lesson will be illustrated by practical drawings, showing how children may be taught to *draw*, but little time being spent in soaring over the minds of the pupils in an attempt to get them to appreciate refinements and beauties for which they are not prepared.

Drawing for primary grades will receive special attention in the form of drawing from copy, dictation, imagination and memory; in the use of free-hand-and-arm movement exercises, inventive drawing, illustrative drawing, etc., etc.

In grammar grades, drawing from objects, both artificial and natural, the principles of decorative design and historical ornament, color harmony, blackboard drawing for illustration, etc., will receive special attention.

SCHOOL MUSIC

Professor BAILEY

I Course for special teachers and supervisors of music.

II Course for grade teachers. The object of this course will be to enable teachers to conduct the work in music in schools where there is no special supervisor of music.

All the instruction in this department will be very practical, but will be accompanied by discussions of the underlying principles.

PHYSICAL CULTURE AND SCHOOL GAMES

Mr. VOORHEES and Mr. BERRY

I Free hand calisthenics and indoor gymnastics with light apparatus—bells, clubs, wands, rings, etc.

II School games. Outdoor and indoor games for larger and smaller teams and for the whole school.

PSYCHOLOGY AND PEDAGOGY

PSYCHOLOGY

Miss PARRISH

I This course is intended especially for teachers and will concern the mental processes most important for the teacher's work. There will be a study of association, memory, imagination, attention, emotion, instinct, action, habit, imitation, suggestion and interest, with a careful consideration of the practical bearing of the knowledge gained on the work of the schoolroom. Constant exercises in introspection, observation and experimentation. No text-book will be used, but readings will be assigned to all students willing to undertake them.

II This course is intended for students who wish to learn Psychology for its own sake, and for teachers who desire a more systematic acquaintance with the subject than can be obtained from course I. Titchener's Outlines of Psychology will be used as a text-book, but this will be supplemented by readings from other authors and by lectures. Exercises in introspection. Experimental work. Any student who desires to concentrate on this work

so as to have a complete course of Elementary Psychology within the six weeks of the summer school may do so by special arrangement.

METHODS OF TEACHING

Professor CLAXTON

This course will be confined chiefly to methods of classroom work. The first part of the course will consider general method. The second half will show the application of this general method to common school subjects. McMurry's "Method of the Recitation" will be read, and other reading will be assigned from time to time.

HISTORY OF EDUCATION—Three Weeks. June 19 to July 10

Dr. ALDERMAN

A course of fifteen lectures accompanied by required readings, reports and discussions. The course involves a discussion of educational ideals, the expression of these ideals in educational systems and their constant evolution to higher forms in response to social pressure. Particular attention will be given to the educational movements grouping themselves around the names of Rousseau, Pestalozzi, Hegel, Froebel, Herbart, Horace Mann, Herbert Spencer and Charles William Eliot.

The course will attempt to find the basis for a rational theory of education. The teaching process will be studied scientifically, and an effort made to test the results obtained in the teaching of certain distinct subjects.

PRINCIPLES OF EDUCATION—June 23 to July 4. Two hours a Day

Professor ROSE

The aim of this course will be, by a discussion of the problem of education on its psychological side, to arrive at the principles of method. It will begin with a study of the biological significance of infancy, revealing on the one side the controlling end, and on the other the characteristics of the educable being. This will be followed by a study of the epochs of psychical development; habit and accommodation; interest and attention; the origin and function of the image; the image in relation to the processes of thought; the relation of the particular, the general and the individual; the relation of analysis and synthesis in the development of the individual. Principles will be illustrated by common school subjects. The work will be conducted by lectures, assigned readings and reports, discussions and papers written on assigned topics.

THE ART OF TEACHING—Four Lectures. June 19, 20, 21

Dr. WHITE

- I The Art of Teaching (Introductory)
- II Fundamental Principles of Teaching
- III Individual and Class Teaching
- IV Instruction and Book Study

Dr. White will give two evening lectures as noted elsewhere.

THE NEW EDUCATION—JULY 7-12

Dr. HALL

I The school and its surroundings, curriculum, method, the teacher and her training, organization, and management. This course will be severely practical.

II The school and democracy; child study; philosophy of education; the value of different studies; the high school and higher education; professional reading; the school and the home.

Dr. Hall will give twelve lectures.

PHILOSOPHY OF EDUCATION AND SCHOOL MANAGEMENT

July 14-19. Two hours a Day

ARNOLD TOMPKINS

I Philosophy of Education.—This will be a concrete discussion of the universal law of teaching, with special reference to (a) the ethical aspect of education, (b) the logical aspect of education, (c) the aesthetical aspect of education.

II School Management.—This will be a simple discussion of school management and discipline.

APPLICATION OF FROEBEL'S PHILOSOPHY

Superintendent GREGORY

The conscious element in education.

The Froebelian idea of freedom; a sociological application.

The idea of freedom from the standpoint of moral education.

The idea of freedom from the standpoint of the curriculum.

The path of the least resistance; another application of the idea of freedom.

Intelligent thinking on the part of the pupil; a concrete application of the idea of freedom.

Froebel's community idea as applied to moral and religious training.

The marred side of the child; the opposite view concerning moral education.

THE SCHOOL HOUSE AND GROUNDS

Superintendent MARK

A series of seven lectures on school architecture, sanitation, care of grounds, etc., for both country and city schools. The educational value of buildings and grounds will be discussed. The lectures will be illustrated.

HIGH SCHOOL AND COLLEGE

ENGLISH LANGUAGE AND LITERATURE

Dr. SMITH

There will be two daily recitations in English. Three courses are offered.

I A beginner's course in Old English, or Anglo-Saxon, designed for those teachers who wish to study the beginnings of our language, to trace

the gradual evolution of its forms and syntax, and to understand some of the principles that underlie the spoken and written speech of today.

II Lectures and conferences on composition work and spelling, on the relation of technical grammar to language lessons, and on the best methods of teaching English in the secondary schools.

III Lectures, with parallel readings, on Shakespeare and Tennyson. The aim of the lectures will be to emphasize literary characteristics, to present literary form in its relation to content, and to view each work studied as the embodiment of some phase of the poet's personality.

GREEK LANGUAGE AND LITERATURE

Dr. ALEXANDER

I For beginners. Gleason and Atherton's First Greek Book. This course will enable teachers to reach a point from which they can continue the study of Greek without an instructor.

II Homer's Iliad, to the Catalogue of Ships in Book II, with a review of important principles of grammar, and a study of Homeric language and versification. This course can be taken by students who have read one or two books of Xenophon's Anabasis, or their equivalent.

III Greek Literature in English translations, for persons who have not studied Greek. The instructor will translate, with brief comments, the following works: Five or six books of Homer's Odyssey; Lucian's True History; two of the Philippics of Demosthenes; Plato's Apology; the Medea of Euripides; and the Plutus of Aristophanes. The best English translations will be recommended for more extended reading. Persons who have studied Greek at all will follow the instructor's translation more profitably, if they provide themselves with Trubner's text editions, which cost little, or with some other editions.

IV Modern Greek. Rangabe's Modern Greek Method, and Greek newspapers. Changes in the language will be explained. This course should enable those who know Ancient Greek fairly well to read Modern Greek with equal ease.

LATIN LANGUAGE AND LITERATURE

Dr. JORDAN

I A course for teachers preparing students for college. Cæsar's Gallic War and the Æneid of Virgil. Methods of teaching will be discussed and special difficulties in matter and method will receive particular attention. The character of the work will be determined by the actual needs of those who undertake it. Besides the texts above mentioned, it will be well for teachers to bring all those used by them in their classes.

II This course is designed for those who wish to undertake work a year or more in advance of the preceding, but will be conducted on the same general plan.

III A course in Latin literature, through English translations. As the basis of the work, a translation of Virgil's Æneid will be ready by the class. The setting of the poem, the interpretation, the influence, the side lights, etc., will be given in familiar lectures. Illustrated passages will

be read from the early historians, and the writers of the imperial period reviewed. No knowledge of Latin will be required for admission to this course.

GERMAN LANGUAGE AND LITERATURE

Professor DARNALL

I Elementary, for beginners, consisting of (a) the study of pronunciation, (b) grammatical forms and (c) syntax, together with (d) exercises in translating English into German. As soon as sufficient progress has been made in the grammar, (e) an elementary reader will be used for translating German into English. The text-books used will be Whitney's *Brief German Grammar*, and Guerber's *Marchen und Erzählungen*.

II Advanced, consisting of the study and translation into English of one or more standard German texts, together with a review of the main points of grammar and composition.

III A course in the German literature of modern times. This will consist (a) in reading an English translation of selected classics of German literature, say Goethe's *Faust* and Schiller's *Wilhelm Tell*; (b) lectures on the life and works of the leading German writers of the nineteenth century, including Goethe, Schiller, the Romanticists, the Patriotic poets, the most modern and living prose writers and dramatists. Bibliographical notes will be given for each author treated. No knowledge of the German language will be required for this course.

FRENCH LANGUAGE AND LITERATURE

Dr. FORTIER

I A course for beginners. Text-books: Foundations of French, by Aldrich and Foster (Ginn & Co.); Labiche and Martin's "Poudre aux Yeux," with notes and vocabulary (D. C. Heath & Co.).

Special attention will be paid to pronunciation, and Prof. Paul Passy's system of phonetics will be explained.

II Advanced Course. For students who have had two or three years of French. Text-books: Fortier's "Sept Grands Auteurs du XIX Siecle" (D. C. Heath & Co.); Grandgent's "Materials for French Composition," part IV based on "La Derniere Classe," part III, based on "Le Siege de Berlin," (Heath & Co.); "Trois Contes Choisis par Daudet" (Heath & Co.).

Dictations will be given in French and the class will be conducted entirely in that language.

III A course in French literature, in English. Lectures on French literature and translations of selected masterpieces, such as Corneille's "Le Cid," Racine's "Athalie," Moliere's "Le Misanthrope," and Victor Hugo's "Hernani." For reference, Fortier's "Histoire de la Litterature Francaise" (Henry Holt & Co.).

MODERN EUROPEAN HISTORY

Professor TURNER

A course in European history from the beginning of the French Revo-

lution. The work will consist largely of informal lectures, accompanied by assigned readings, individual investigation and reports. Political, social and economic changes which are important to the understanding of the problems of the present will receive most stress. Schwill's *Modern Europe* will be used as a text.

It is intended that in both quantity and quality the work will be the equivalent of that given in one term at the University of Tennessee.

ENGLISH HISTORY

Professor Hoskins

An outline course of the history of England from the Teutonic Settlement through its development into the United Kingdom of Great Britain and Ireland and its later expansion. The principal circumstances and events of the periods of national foundation, organization, awakening and expansion will be studied. The political, social and religious phases, such as the rise of Parliament, the industrial revolutions, the religious and social reforms, will be traced, with special emphasis upon important relations to American history. A manual of English history will be used as a guide. Lectures will be illustrated. Students will be trained in the use of sources and authorities.

GROWTH OF RELIGIOUS TOLERANCE—JULY 17-31

Miss Johnson

A series of lectures on the growth of religious tolerance and liberalism in the sixteenth century.

ECONOMICS

Dr. Houston

Discussions of certain fundamental economic notions, such as wealth, capital, labor, value; a summary treatment of the history of money, public debts, banking, and revenue in the United States.

Those who desire to take this course should procure and read some such general work as Bullock's, or Ely's, or Laughlin's *Elements of Economics*.

The aim will be not only to aid the students in acquiring a firmer and clearer grasp of economic principles, but also to afford them a more intimate acquaintance with practical economic topics which should be presented in high schools and academies in connection with United States history. Sources and methods will be considered. The method of conducting the course will be similar to that described for the course in United States history in the department of Common School Subjects and Methods.

MATHEMATICS

Professor Schmitt

There will be three classes in Mathematics; one each in algebra, geometry and trigonometry. The work ordinarily done in high schools and academies will be reviewed and new subjects not always taught in these schools will be studied. Text-books will be used in each subject. Written work will be required, and corrections of the same will be discussed in the class room.

I Algebra. Special attention will be paid to factoring and its application to G. C. D., L. C. M., fractions and the solution of equations. The laws of exponents and surds will be discussed and exemplified. The other subjects will be quadratic equations of one or more unknown quantities, cubic equations, the progressions, binomial theorem, summation of series, undetermined coefficients, elementary theory of equations. Text-book, Wentworth and Hill's Examination Manual, No. 2.

II Geometry. The outlines of the ordinary text-book will be observed. A logical plan will be followed taking in order the point, one line, two lines, three lines (the triangle), more than three lines (the polygon), the circle. Special attention will be paid to the solution of original exercises and the construction problems. Brief reference will be made to modern geometry and to analytic geometry in order to show the connection between the different divisions of geometry and to give the teacher an idea of the advantage obtainable from such a view of the subject. Text-book, Wentworth's Revised Geometry.

III Trigonometry. No previous knowledge of this subject will be assumed and the course will be given for those who desire to teach the subject or who wish to take it for mathematical training. It is believed that in six weeks the principles with their applications can be fairly well mastered. Text-book, Wells' New Plane Trigonometry.

CHEMISTRY

Dr. WAIT

I General Chemistry

II Laboratory Practice and Qualitative Analysis

III Quantitative Analysis

The chemical laboratories of the University are extensive and complete, and the instruction in this subject will be largely individual. Directions will be given for fitting up laboratories for high schools and smaller colleges.

PHYSICS

Dr. AYRES

I Course in General Physics. This work will be of high-school grade, requiring no mathematical knowledge other than arithmetic and the simple notions of elementary algebra and geometry. The work will follow, in the main, the "Elements of Physics," by Carhart and Chute (Allyn and Bacon).

II Electricity and magnetism and their applications in the arts. This course will be of a somewhat higher grade than Course I, and is intended for those who have already given some attention to the elements of physics. A fair knowledge of elementary algebra and geometry will be assumed. The work will follow the "Outlines of Electricity and Magnetism," by Chas. A. Perkins (Henry Holt & Co.).

III Special advanced work in the class room or the laboratory may be arranged for.

BOTANY

Professor KEFFER

In botany a course will be given in the study of growing plants. Each

lesson will be abundantly illustrated. Text-books will be used only for reference. The work will be intensely practical, and those taking it may expect to gain a fair knowledge of elementary botany.

Seeds, seedlings, growing plants, flowers, fruits will be studied in detail, each in its turn.

GEOLOGY AND MINERALOGY

(To be supplied)

I Elementary geology, for teachers in elementary and secondary schools.

II Elementary mineralogy and the mineral wealth of the southern states.

III Practical field geology, for those who have a good elementary knowledge of the subject.

Knoxville is in the midst of a region of mountains, gorges, deep cuts, quarries, and mines of coal, iron, copper, zinc, etc., many of which will be visited and studied. The railroads will make special rates for this class.

DISTRIBUTION AND ADAPTATIONS OF ANIMALS AND PLANTS—June 23-28

Dr. MERRIAM

I The Physiographic areas of North America considered in relation to the dominant types of animal and plant life.

II Special adaptations by which animals and plants are enabled to live under varying conditions of aridity and humidity, of heat and cold.

III The geographic distribution of animals and plants in America.

POPULAR SCIENCE LECTURES—JULY 28-31

Dr. SMITH

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GENERAL LECTURES

The dates and subjects of the general lectures will be announced from time to time during the session of the school.

CONVENTION OF SCHOOL OFFICERS AND INSTITUTE CONDUCTORS—June 19 to July 10

A convention of school officers and institute conductors will be held daily June 19 to July 10. These meetings will be held at such hours as will not prevent those attending them from taking any regular courses in the school. Several prominent school superintendents and men and women who have had much experience in institutes will address these meetings on various problems of school administration and methods of institute work. Much of the work will be in the nature of the round table, and there will be an opportunity for the free discussion of all subjects presented. To county superintendents and to those who work in the county institutes these meetings will offer a rare opportunity.

CONVENTION OF CAMPAIGNERS—July 4 and 5

The programme of this convention will provide for a discussion of the most important questions connected with the campaign for better education in the South. Several of the leaders of this movement will make brief addresses. All who are actively interested in the improvement of our educational conditions are invited to attend and take part in the discussions.

MEETINGS FOR SUNDAY SCHOOL WORKERS

On six Sundays, June 22 and 29, July 6, 13, 20 and 27, at such hours as may seem most convenient and suitable, there will be meetings of Sunday school teachers. At each of these meetings there will be one or more brief addresses by noted Sunday school workers and a discussion of some special topic of Sunday school work. These topics will all be of a fundamental character. Dr. A. L. Phillips, Sunday School Secretary of the Southern Presbyterian Church; Dr. Hammil, Dr. Spilman, and Miss Finie Murfree Burton, and others, have been invited to deliver addresses, conduct round tables, etc.

PRIVATE INSTRUCTION IN MUSIC

Those wishing private instruction in voice culture, piano, organ, harmony or history of music should address Professor H. Eugene Parsons, University of Tennessee, Knoxville, Tenn. Professor Parsons has his studio on the University grounds.

RECREATIONS

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of physical culture and others, Professor Parsons will arrange for a number of pleasant evening entertainments, some of which will be given in the open air on the campus. Those having violins, guitars and other light musical instruments should bring them, as should those having racquets and other apparatus for outdoor games and sports.

OUTINGS

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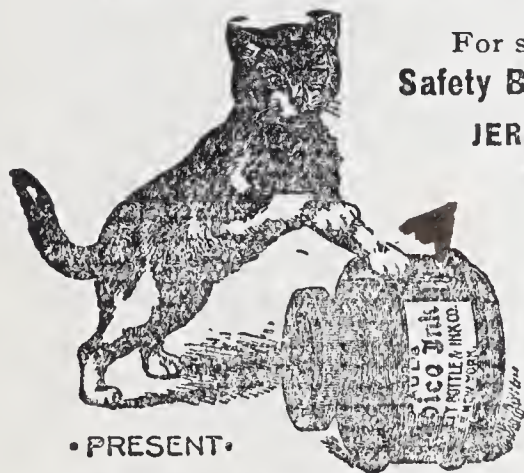
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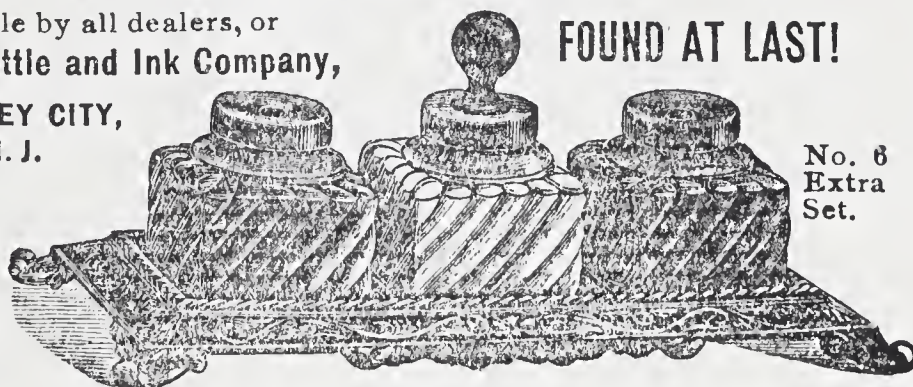
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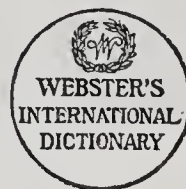
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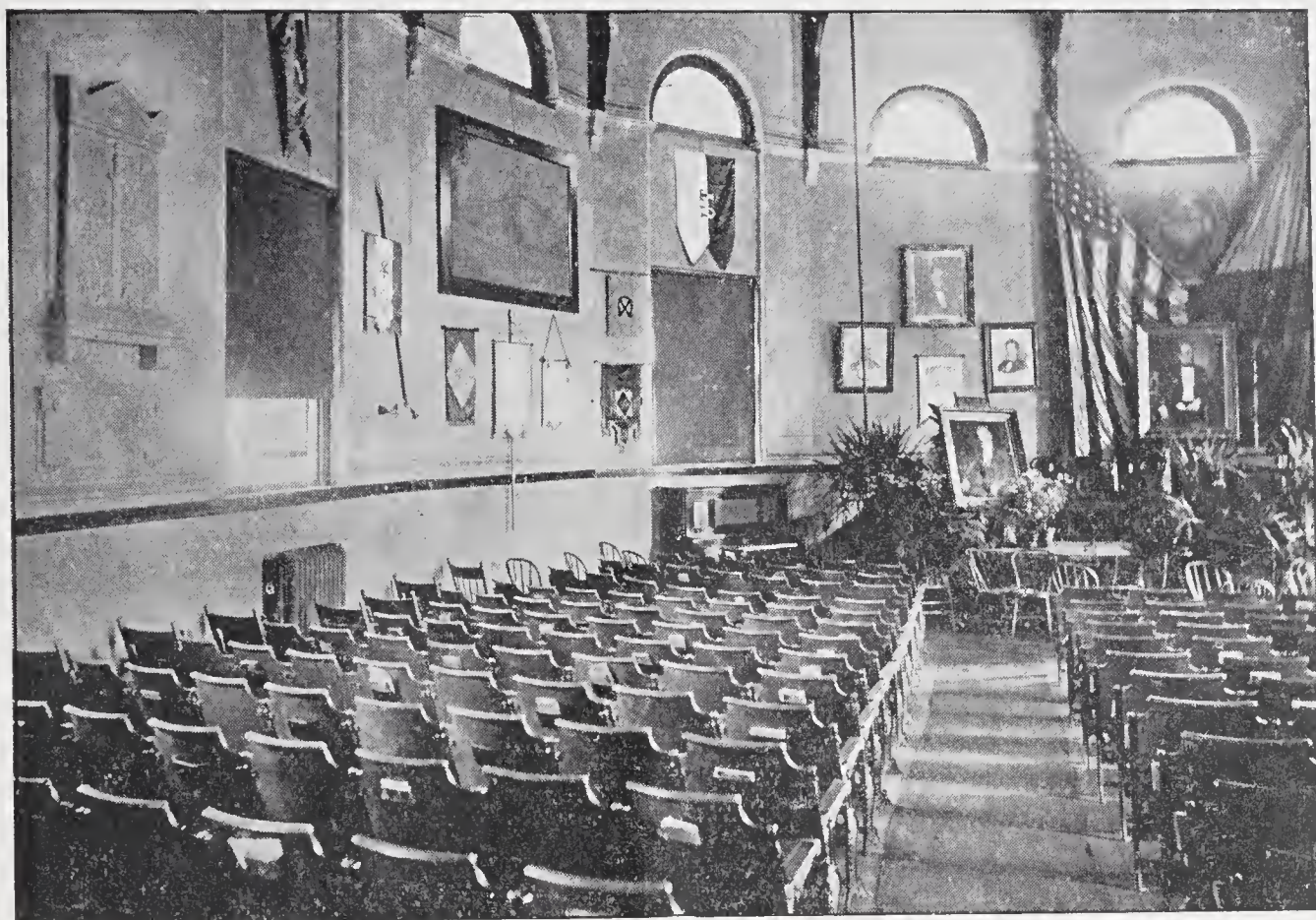
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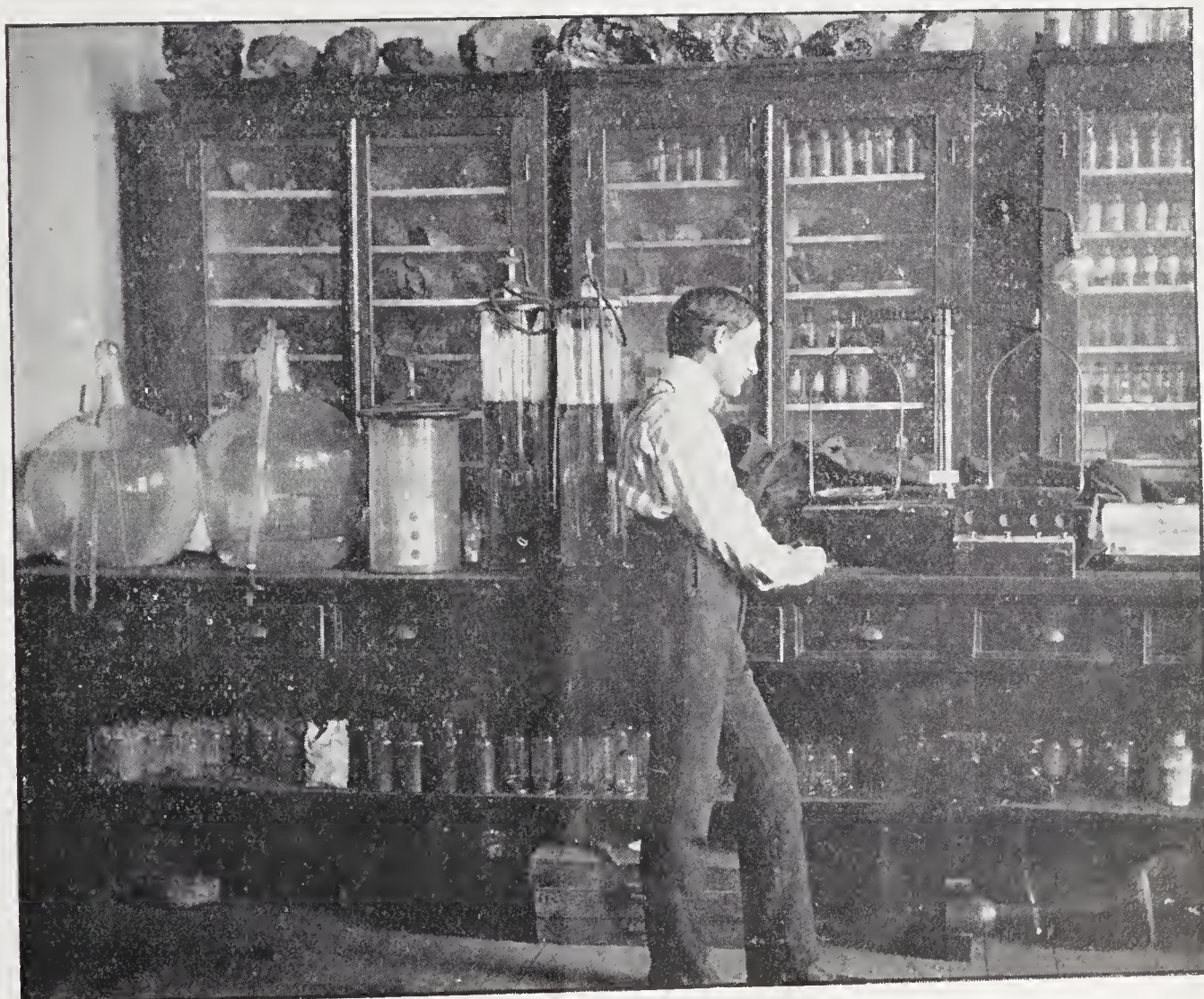
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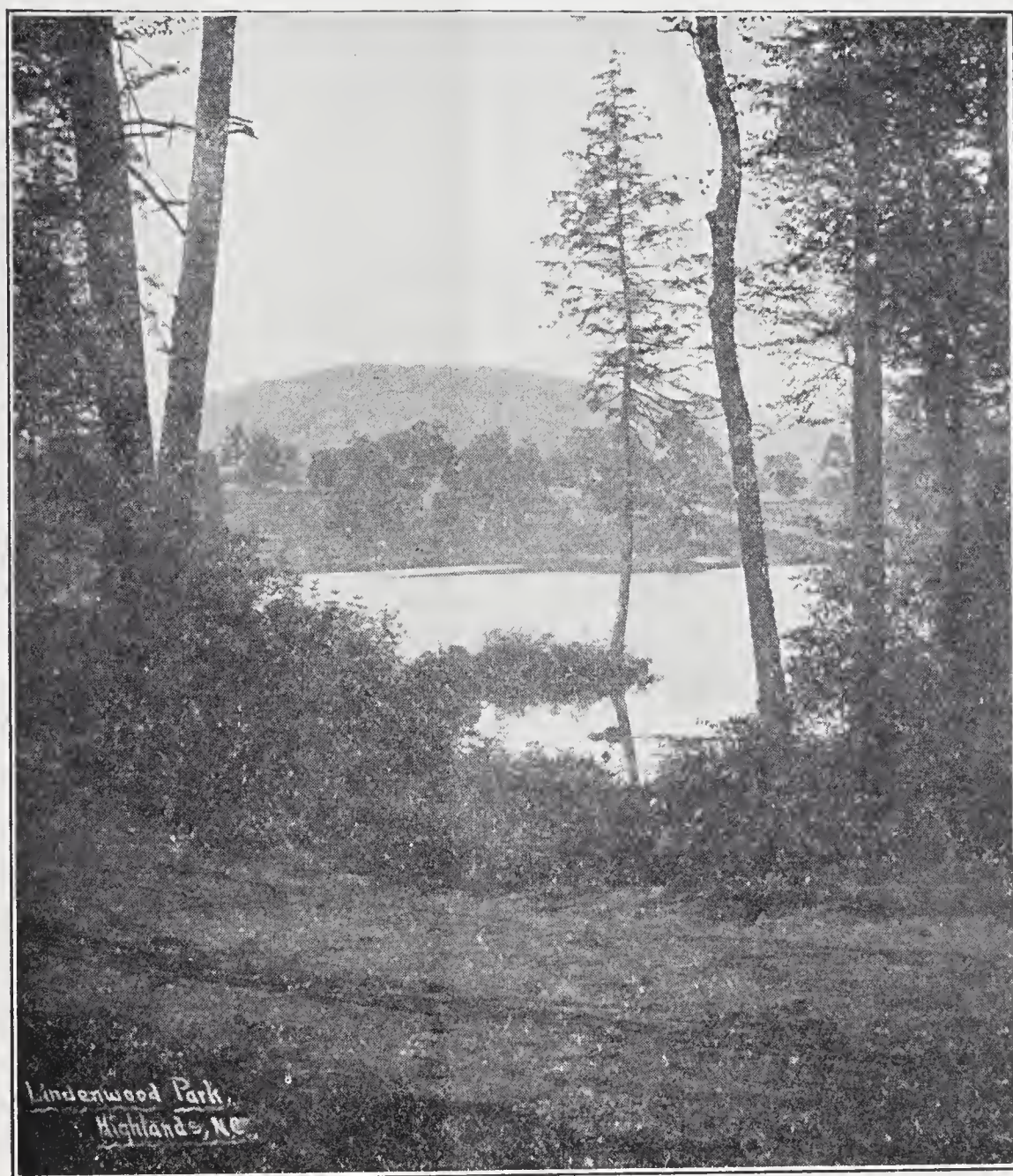
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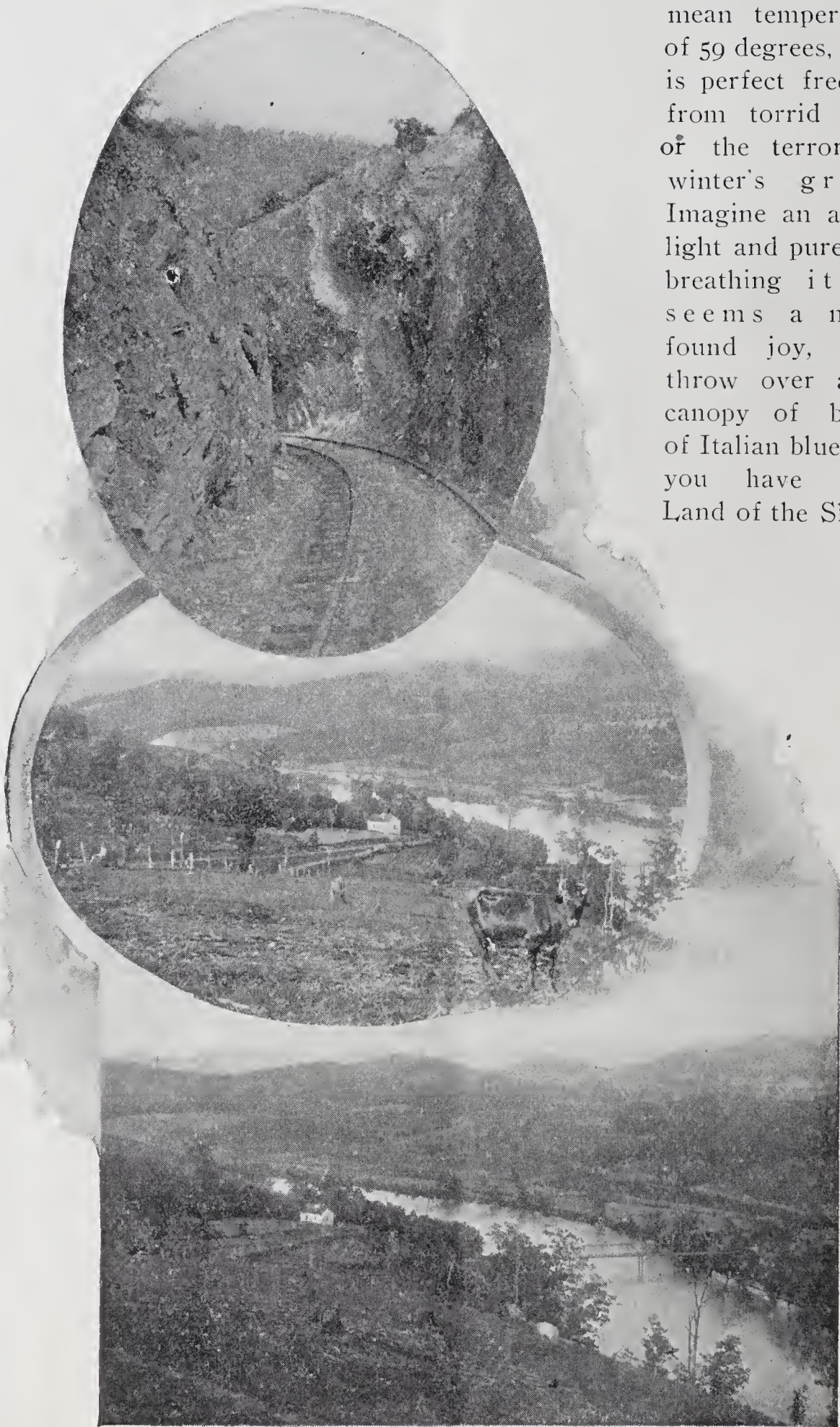


scenic beauty. But there is another region that rivals and perhaps surpasses all others, and that is the country lying in East Tennessee and Western North Carolina, between the Blue Ridge on the East and Smoky Mountains on the West, more particularly in the immediate vicinity of Asheville, N. C., which has poetically been termed "The Land of the Sky."

To one who has not visited the land spoken of, this statement will no doubt seem a little bold; but as others, including those who have seen the beauties of nature abroad, have made use of the same expression, it is not surprising so many candidly assert that the "Land of the Sky" justly

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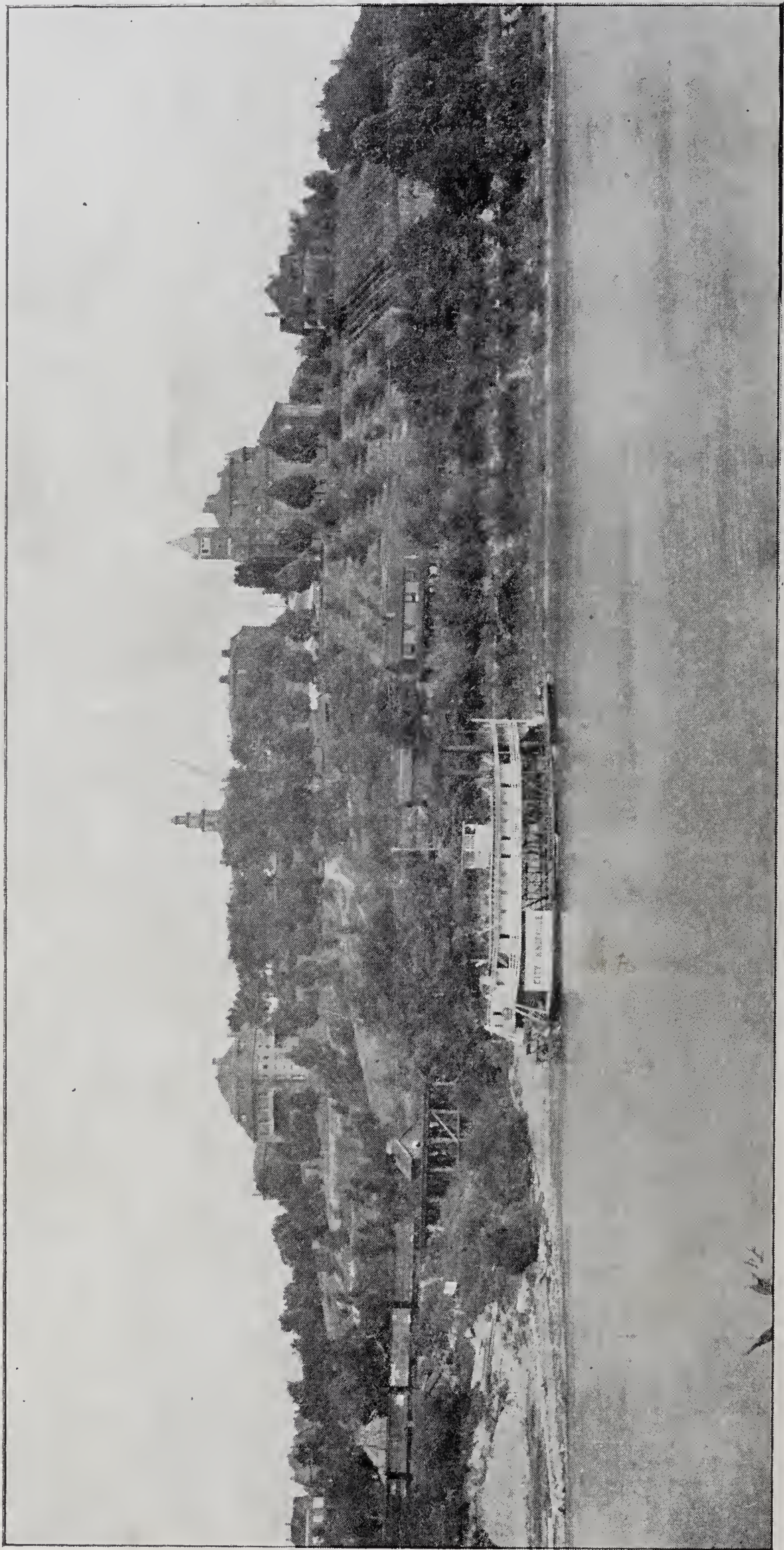
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